

INSPECTION REPORT

**BURY CHURCH OF ENGLAND PRIMARY
SCHOOL**

Bury, Ramsey

LEA area: Cambridgeshire

Unique reference number: 110846

Headteacher: Mr Jeremy Summerell

Lead inspector: David Figures

Dates of inspection: 24th –27th November 2003

Inspection number: 255687

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	195

School address:	Owls End Bury Ramsey Huntingdon
Postcode:	PE26 2NJ

Telephone number:	(01487) 813784
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs I Falvey

Date of previous inspection:	8 June 1998
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CHARACTERISTICS OF THE SCHOOL

Bury Church of England Primary School serves a comparatively advantaged village near Huntingdon. A new headteacher took up post in September 2003, following a period when the school was led by an acting headteacher. Almost all the pupils are of white European heritage with a very small proportion of Asian heritage. English is the first language of all the pupils. Eleven per cent of the pupils are on the school's register of special educational needs, most of them at an early stage of concern. Of the others, the needs relate mostly to moderate learning difficulty and emotional and behavioural difficulty; two pupils have a statement of special educational need. Pupils' attainment on entry is broadly average. The mobility of pupils is not an issue in the school. It is an Investor in People and is working towards the Healthy Schools Award. The work of the school during the whole of the term has been affected significantly by a building project, still in progress at the time of the inspection, to add new classrooms and undertake other improvements.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10269	David Figures	Lead inspector	English, history, music, personal, social and health education
9569	Jan Leaning	Lay inspector	
29426	David Grimwood	Team inspector	Special educational needs, mathematics, information and communication technology, design and technology, physical education
19916	Deborah Kerr	Team inspector	The foundation stage, science, art and design, geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bury school is an effective school. Well led and very strongly supported by parents, it enables pupils to achieve well and reach above-average standards. Value for money is good: a good quality of education is provided but at a cost per pupil which is high when compared with similar schools.

The school's main strengths and weaknesses are:

- High standards in English, mathematics and science
- Pupils' very good attitudes, behaviour and maturity, arising from the school's strong and positive ethos
- The very good quality of the school's governance and leadership,
- Monitoring pupils' progress and using the information gained to guide school improvement is not well enough developed
- Teachers' expectations of how pupils should present their work and their appreciation of how marking can help pupils improve are not developed enough
- Children in reception have insufficient opportunities to learn through indoor and outdoor play

The school has maintained its strong performance in key areas and improved its effectiveness in areas identified by the last inspection. Standards in information and communication technology and design and technology have improved and teaching is now more closely related than formerly to what pupils have already learned.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	A
mathematics	B	A	A*	A
science	A*	A	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The achievement of pupils is **good**. Children achieve well in reception. They achieve the goals pupils are expected to reach by the time they start Year 1 in mathematical and creative development and surpass them in personal, social, emotional and physical development and in communication, language and literacy. Achievement is good in Years 1 and 2. The standards of pupils at present in Year 2 are consistent with test results in reading and writing which are above average and in mathematics, well above average. Achievement in Years 3 – 6 is also good leading to very good test results in English and science; in mathematics, results were in the top five per cent nationally. Standards of work seen of pupils in the present Year 6 are consistent with results somewhat below this, but given their frequent changes of teacher since Year 1, their achievement is also good

Pupils' personal qualities including their spiritual, moral, social and cultural development are very good. Their attendance, attitudes to school and their behaviour are very good.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**. The quality of the teaching is consistently good so that pupils learn at a fast rate. The relationship of the school with parents and carers is

particularly strong; a very rich programme of extra curricular and sporting activities contributes well to the good curriculum.

LEADERSHIP AND MANAGEMENT

The **governance, leadership and management** of the school are **good**. The governing body make a very good contribution to the success of the school and the new headteacher's very good leadership, building on good foundations laid by the acting headteacher, has re-energised pupils and staff giving them a renewed vision for the future. The management of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and pupils overwhelmingly report being very happy at school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve the monitoring of pupils' performance, and the use made of monitoring information to guide school improvement
- Develop teachers' expectations of pupils' presentation of work and of the role of marking in helping pupils understand how to improve.
- Improve opportunities for pupils in the foundation stage to learn through indoor and outdoor play.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well; standards at the end of reception and at the end of Year 2 and Year 6 are above average with particular strengths in mathematics at the end of Year 6.

Main strengths and weaknesses

- Standards are above average at the end of reception
- Consistently very good test results at the end of Year 6, although the work in English and science seen in the present Year 6 is not so high
- Very good test results in writing and mathematics at the end of Year 2
- Standards at the end of Year 6 are above average in history, music and physical education; they are average in information and communication technology, design and technology and geography

Commentary

1. Pupils start in reception with attainment which is broadly in line with that to be expected of children the same age. The provision for them is good and they achieve well, so that, by the time they leave reception for Year 1 their overall standards are above average. In personal social and emotional development, physical development and communication, language and literacy, pupils reach standards better than those of most pupils the same age. In mathematics and creative development, standards are nearer to the average for the age-group. It was not possible to judge standards in pupils’ knowledge and understanding of the world.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.5 (18)	15.9 (15.8)
writing	16.9 (16.5)	14.8 (14.4)
mathematics	18.4 (19)	16.4 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

2. The test results for pupils at the end of Year 2 have shown a rising trend in English and mathematics for a number of years, and have been consistently high; they have been high also in relation to schools where a similar proportion of pupils is eligible for free school meals. In 2003, the results in reading were lower because, although most pupils scored appropriately for their age, fewer than in earlier years did better. The work seen of the present Year 2 pupils was consistent with above- average results at the end of the year. This is because this particular age group has a different ability profile and so achievement remains good. However, standards in mathematics are higher and are on course to be well above average by the end of the year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.6 (28.5)	27 (27)
mathematics	30.8 (29)	27 (26.7)
science	31.3 (30.3)	28.8 (28.3)

3. For at least the last six years, pupils in Year 6 have achieved well and scored very high results in the tests for English, mathematics and science at the end of the year. Generally they have been about half a year ahead of the national average in English and two terms ahead in mathematics and science, the 2003 results in mathematics being in the top five per cent of all schools. The results also compare very favourably with those of schools with a similar profile of results at the end of Year 2 four years previously. This exceeded the school's stringent targets and came about principally because almost all the pupils reached the standard expected of eleven year olds, and a high proportion (nearly half in English and about two thirds in mathematics and science) did better. Girls scored higher than boys in all three subjects.

4. The standards seen of the present Year 6 are not so high, and in English and science they are consistent with above-average (as opposed to well above average) results at the end of the year. There are several reasons for this, the principal being the teaching history of the class since Year 1: the class has experienced many changes of teacher during that time. Furthermore, the class has also borne the brunt of the disturbance caused by the building works which have dominated the term, and some aspects of the curriculum normally completed at this point in the year have necessarily been deferred. Nevertheless, the achievement of both boys and girls is good and the special arrangements for teaching mathematics in three groups in Year 6 mean that standards in this subject remain high.

5. Standards at the end of Year 6 in subjects other than English, mathematics and science are generally above average, and similar to those reported by the last inspection. In information and communication technology, design and technology and geography they are average. There are several factors at play here, including the effect of the building works on aspects of the curriculum: some practical geography work has been impossible, for example. Additionally, assessment arrangements are comparatively informal for these subjects and the subject leader's role in monitoring pupils' standards, and using the information gained to promote higher standards, is comparatively undeveloped. Nevertheless, achievement for all groups of pupil, including those with special educational needs, is good. For information and communication technology and design and technology average standards represent an improvement on those reported at the time of the last inspection.

Pupils' attitudes, values and other personal qualities

6. **Pupils' attitudes, behaviour and other personal qualities, including their spiritual, moral, social and cultural development are very good.**

Main Strengths and weaknesses

- Pupils of all ages behave very well, with dignity and maturity
- Relationships are very strong and create a strong sense of community
- Pupils spiritual, moral, social and cultural development
- Attendance is very good
- The school's approach to fostering pupils' maturity is not systematic enough

Commentary

7. The maturity and dignity of pupils is evident in many ways. Pupils from the youngest to the oldest file silently into the hall for assembly, organise themselves into class groups and sit down quietly, waiting for worship to begin. The scheme for Year 6 pupils to act as mentors for children in reception works to the manifest benefit of both. Year 6 pupils have responsibilities such as running the library or being on telephone duty which they carry out well with minimum supervision. A group of Year 6 pupils worked with the computers on their own in the lunch hour preparing a presentation on healthy food: their own initiative, based on an idea put to them in personal, social and health

education. Nevertheless, the school’s approach to fostering pupils’ developing maturity is not yet formal or systematic enough. It is not yet organised in a way that provides a gradation of responsibility, increasing as pupils get older, and instruments for achieving this, such as a school council, are in their very early stages.

8. Pupils’ behaviour in class, as elsewhere, is very good, supported in most instances by teachers’ good management skills. This means that pupils are alert and ready for each lesson to begin, keen to offer ideas and to learn from the activities prepared for them. They cooperate well, equally happy to work in single sex or mixed sex groups. This results in an industrious atmosphere in which pupils can get on and make good progress. Parents report with approval the pupils’ very good behaviour, which, they say, arises because the pupils have been taught to exercise their own internal self discipline. In the playground pupils play happily and safely with consideration for each other, under good supervision, and no one is left out.

9. The warm relationships are characterised by mutual respect; in particular, the respect shown by adults to the pupils which helps build their self-esteem and fosters confidence. Very good attitudes follow. In one instance in a class where pupils related particularly well to the teacher, one of them confided, ‘I like maths now.’ In another where the teacher apologised for a mistake after correcting the same error in the work of one of the pupils, good relationships were strengthened and the quality of learning enhanced.

10. The daily acts of worship play a particularly valuable role in developing pupils’ undoubtedly strong spiritual sense. Pupils approach them reverently, encouraged by a lighted candle and appropriate music. The content is thought-provoking and pupils respond to the invitation to join in the prayers with a resounding ‘amen’. The understanding of right and wrong is implicit in every facet of school life for which staff provide good role models. The very good range of visits and visitors which enrich the curriculum provides occasion for pupils’ successful social and cultural development. Although the school’s anti racist policy is still in draft, its principles are implicit in all the transactions between adults and pupils, and pupils of all groups are specifically included in every aspect of the life of the school

11. Parents report that their children cannot wait to get to school in the morning and talk of nothing else when they get home in the evening. This, together with the strong link between parents and the school, explains - at least in part - attendance which is well above the national average. The table below speaks for itself.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.0	School data	nil
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

12. The quality of education provided by the school is **good**. Teaching is good and there are particular strengths in the sporting and other extra curricular activities available. Relationships with parents and carers are very strong and pupils are cared for very well. Accommodation for reception lacks suitable opportunities to learn through play.

Teaching and learning

13. The **quality of teaching** is **good** in reception and in Years 1 – 6; pupils learn at a good rate in consequence.

Main strengths and weaknesses

- Teachers' very good knowledge and understanding of the subject matter to be taught gives pupils confidence and contributes to their good achievement
- Teachers' high expectations encourage pupils to do well, although the evaluation of their work is sometimes not helpful enough
- Lessons have pace, and challenge the pupils, but are occasionally over ambitious
- Teachers successfully use a wide range of teaching methods
- The assessment of pupils' standards and achievement in English, mathematics and science is very good, but insufficiently developed in the other subjects

Commentary

14. Teachers' very good knowledge of the subject matter to be taught is evident in many lessons, and helps pupils get on well in a number of ways. It means that explanations are clear, and instructions well focused, so that pupils understand the key issues and can get on with the lesson's tasks knowing what is expected of them. For instance in a very good science lesson, the teacher's familiarity with the subject, alongside good questioning, enabled pupils to formulate their own research principles: asking the right questions and devising appropriate experiments to test their hypotheses.

15. Secondly, teachers' subject competence is seen in their insistence on teaching the correct subject language so that pupils steadily learn an appropriate technical vocabulary and constantly reinforce it through use. The steady, apparently incidental, use of musical terminology as music lessons progress, for instance, ensures that pupils become familiar with the terms and have the confidence to use them in their own discussion of music. In information and communication technology and science lessons the use of the right terms sharpens pupils' understanding of the subject and helps them make good progress.

16. A feature of much of the teaching is the way in which teachers build pupils self esteem by expecting much of them and by virtue of praise and encouragement help them achieve the expectation. This works particularly well with pupils who have special educational needs. Lessons are challenging: they stimulate pupils and make them want to do well. Teachers are skilful at taking pupils' ideas and working with them. This encourages pupils and raises their confidence. In a successful Year 3 lesson, the teacher gave pupils' ideas added status by jotting them down on the board, to record them and make them available for future reference. Good planning means that most lessons move at a good pace, keeping pupils alert and involved. The best seem not hurried – relaxed, even, on the surface – but pupils are moved forward relentlessly through a sequence of well planned activities and so learn well.

17. Sometimes, however the level of challenge is misjudged and pupils are carried on too quickly, before they have sufficiently consolidated earlier learning. When new material is too complex, pupils are confused and the pace of learning is less than it should be. Although teachers expect much of pupils in many ways, they generally underestimate what pupils are capable of in the presentation of their work. This is a weakness in the work of a significant proportion of pupils; in one particular instance in mathematics, poor layout obscured understanding of how the pupil had arrived at the solution to a problem. Teachers also underestimate the extent to which sensitive evaluation of pupils' work can help them improve. For example, in a physical education lesson, lack of evaluation meant that pupils were not given ideas about how to improve their performance. Much marking of pupils' books encourages and praises, but only some of it offers pupils help to do better next time.

18. Approaches to teaching usually reflect the needs of individual pupils well. For example, by constantly reinforcing what pupils are learning through repetition and presenting the material in different ways, teachers help pupils of modest ability make good progress. Very good questioning, usually well matched to the individual concerned, helps pupils think more deeply and refine their ideas. In a very good English lesson no question was without a follow-up which obliged the pupil to explain or justify the first answer. Equipment is well used: whiteboards, for example, involve all

pupils, giving them confidence to try out ideas before committing themselves and provide the teacher with good assessment opportunities. Generally good class management ensures pupils are alert, attentive and willing to work hard.

19. Pupils' work in English, mathematics and science is assessed very well. It is too soon to see the effects of the newly adopted arrangement for monitoring pupils' progress in the subjects, but it has been effective in focusing teachers' attention on to the needs of individuals and in prompting questions about the performance of groups of pupils. The assessment of pupils' standards in the other subjects, however, is too informal, partly because the role of the subject leader is not developed enough to take the lead. This makes it difficult for teachers, and the subject coordinator, to monitor the achievement of the pupils against national curriculum standards and ensure they are making as much progress as they can.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	6 (19%)	19 (61%)	5(16%)	0(0%)	0(0%)	0(0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

20. The quality and range of the **curriculum** are **good**.

Main strengths and weaknesses

- A broad range of learning opportunities meets the needs of all pupils and enables pupils of different abilities to achieve well
- The curriculum is enriched by a wide range of extra-curricular activities
- The provision for pupils with special educational needs is good so that they make good progress
- Pupils' personal development is promoted effectively
- Accommodation for pupils in reception does not sufficiently support learning through creative and imaginative play

Commentary

21. The curriculum has improved since the last inspection because there are now schemes of work for all subjects based on nationally recognised material which help ensure that pupils' knowledge and skills are systematically developed, whatever their background or educational need. This is particularly significant in design and technology and information and communication technology, where new schemes have contributed to an improvement in standards. The curriculum for children in the reception class is satisfactory and is planned appropriately to cover all areas of learning.

22. The provision for pupils with special educational needs is good because the school identifies the needs of pupils at an early stage and plans clear and achievable targets for them. Teachers and class assistants work well together to meet pupils' special educational needs: they see to it that all pupils are fully included in the activities of the school and achieve well.

23. The programme for pupils' personal, social and health education is treated as a discrete subject and is good. The school's sex and relationships education policy is also good. Pupils' personal development is an important part of the ethos of the school although it is not yet systematic enough. Residential trips and day trips to places of local interest and, in the case of older pupils, to

France, provide useful opportunities for pupils to mix together and be part of a wider community and model their behaviour accordingly.

24. Considering its size, the school provides a very good range of extra-curricular activities, although these are aimed almost exclusively at pupils in Years 3 to 6. Many have a direct influence on pupils' achievement in National Curriculum subjects. The 'springboard' mathematics groups, for example, directly help to consolidate the very good standards in mathematics. The very extensive range of sporting activities, including football, netball, country dancing, cricket and athletics, is run by staff or parents of the school or by representatives of sports organisations. The sports coaching, coupled with the opportunities to take part in competitions with other schools, contributes significantly to pupils' good physical education standards and contributes to their social development. About a quarter of the pupils learn a musical instrument and they participate in musical events and concerts both in school and beyond it.

25. The school has been imaginative in the deployment of teachers and in the use of their expertise. Pupils benefit directly from specialist teaching in mathematics and in information and communication technology. The building work at the school has had some effect on learning, reducing, in some cases, classroom space and room for outdoor games activities. The facilities and resources for pupils in reception to learn through indoor and outdoor play are insufficient and this restricts what children can achieve in aspects of their physical and creative development. The siting of the main computer area means that pupils' concentration is challenged by the regular passage of adults and other pupils.

Care guidance and support

26. Arrangements for the **care and welfare** of pupils are **very good**. The school provides them with good support and guidance, and respects their views.

Main strengths and weaknesses

- Relationships between staff and pupils are very good, creating an atmosphere of respect and trust
- Teachers have a genuine concern for the well-being of every pupil
- Teachers know pupils well and so give good support according to individual needs; however, some monitoring of pupils' progress is not formal enough
- Procedures for looking after pupils day by day are very good so that pupils live and work in a safe environment

Commentary

27. The care of pupils and their support were strengths at the time of the last inspection and continue to be so. It is evident in everything the school does that the overall well-being of each pupil is of paramount importance.

28. It is a very caring place where pupils, whatever their needs or background, feel included, safe and confident. They say they know that their concerns and their ideas about school life will be taken seriously. Staff have a depth of knowledge about pupils and their families and demonstrate a genuine concern for pupils' welfare and progress, even though some monitoring is too informal and does not feed systematically into planning for the future. Very good relationships with staff support pupils and help them to get the most from the activities prepared for them. The development of pupils' social and personal skills is part of the whole of school life. All staff in the school – teaching and non-teaching – work as a close team and this ensures that pupils are always treated consistently.

29. The school pays very good attention to the daily care of pupils and parents appreciate this. Close attention is paid to health and safety, and child protection is handled professionally and appropriately.

Partnership with parents, other schools and the community

30. Links with parents and carers are very good. Links with the community and other schools are good.

Main strengths and weakness

- Parents praise the regular and effective communication and the school's open, welcoming approach to them
- Parents have very good involvement in their children's learning
- Good links with the community support and extend the work of the school

Commentary

31. The very good information about the school which parents receive includes regular newsletters and the weekly TWISI (This Week In School I ...) which gives them insight into what their child will be doing in the coming week. The school prospectus and the governor's annual report to parents are also clear and informative. Parents are justifiably confident that they are well informed and know that they can approach the school about any matter of concern, certain that it will be dealt with sensitively and appropriately. The school also actively seeks their views, recently circulating a questionnaire to which most families responded.

32. Many parents regularly help in school and many more support their children well at home. The Friends of Bury School organisation is successful in raising funds that are used well to enhance provision.

33. The good links with the local community and the sponsoring church give an added dimension to pupils' experience and contribute to their personal and social development. The church is available as a venue for special services, pupils raise funds for both local charities and charities working overseas and the many musicians contribute to the Ramsey Arts Festival. Sports teams are significantly involved with other schools in local leagues.

LEADERSHIP AND MANAGEMENT

34. **Leadership and management are good.** The governors and headteacher provide very clear direction for the work of the school. Key staff provide good leadership and the school is well managed.

Main strengths and weaknesses

- The new headteacher provides very good leadership and has a clear vision for the future direction of the school
- The school governors are very well organised and make a major contribution to the success of the school
- The deputy headteacher and senior managers provide very good role models both for other staff and for pupils, and contribute significantly to the school's positive ethos
- There is a strong sense of teamwork and commitment to school improvement at all levels
- Planning for school improvement is not yet securely based on rigorous self-evaluation and new systems in place have yet to be fully developed
- Monitoring in subjects other than English, mathematics and science does not have a strong enough focus on raising standards

Commentary

35. The school continues to benefit from strong leadership. All those involved with the leadership and management of the school have worked well to ensure that the school has continued to run smoothly and efficiently during the recent period involving a change in head teacher and the disruption of the school by the buildings improvements. During the period of acting headship, senior managers worked together to forge effective teams, to improve the curriculum and develop new systems for measuring the school's effectiveness. This provided a solid foundation on which the new head teacher is already building. He brings with him proven success as an outstanding leader and has a very clear vision for the future direction of the school.

36. Governors share this vision and maintain their commitment both to high standards and to a positive and inclusive ethos based on the clearly articulated Christian values of a church aided school. They meet regularly and ensure they have a working knowledge of the school through a well-organised system of committees and formal links with individual members of staff. Information gained from a parents' questionnaire adds to their understanding of the school. Because their knowledge of the school's work is being enhanced by better quality information on pupils' performance, they are now in a position to be even more effective in directing the school.

37. Governors are involved early on with the formulation of the school improvement plan. Because of the recent changes in leadership, the current document lacks the long-term view it needs to guide successful school development. In the past, the school has not been systematic enough in analysing its performance and using the information gained to help set clear priorities for future development. The acting head teacher began to address this last year and the new head teacher has already introduced rigorous systems for tracking pupils' progress to identify where performance can be improved although it is too soon to see standards rise as a result.

38. A strong feature of the school's success is the very positive ethos in which all pupils regardless of their background feel secure, confident and keen to learn. All adults with leadership responsibilities lead by example, setting and expecting high standards of courtesy, respect and consideration for others, which leads to a calm and orderly working environment in which all pupils, including those with special educational needs, thrive. As a result, pupils' behaviour is very good and they have very positive attitudes to learning. There is a shared expectation that pupils will do their best and this is a significant factor in the school's continuing success in national tests, and in pupils' good achievement.

39. The school is well managed. Teaching staff are clear about their roles and responsibilities and there are good systems in place for appraisal, training and support. The head teacher has already begun procedures to extend formal appraisal and support to non-teaching staff and these are being welcomed. Curriculum leaders manage their subjects conscientiously and ensure teachers are well resourced. They keep up-to-date with curriculum development and act as subject advisers to colleagues. In the past, formal systems for checking the quality of teaching and learning, and the standards of pupils' work, have focused mainly on core subjects of English, mathematics and science. In other subjects, the role of curriculum leaders in evaluating teaching, learning and pupils' achievement, and taking steps to raise standards is still underdeveloped, which is why achievement in some of these subjects is not as good as it could be.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	529867
Total expenditure	522341
Expenditure per pupil	2678

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	33882

40. The governors are wisely retaining a surplus in the current budget to enable them to finance further adjustments to the premises once the major building project is completed. The value for money the school provides is influenced by the cost per pupil which is above the average of other primary schools.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. In Bury School, the foundation stage is the time that children spend in the reception class. Children start full-time in the autumn term after three weeks of half-day attendance. When they start in September, children's experiences and knowledge are, on the whole, similar to those expected for children of the same age, except that in some aspects of language and personal development they are more advanced than that. Almost all have attended the same local play school and already know each other when they start school.

42. During their time in the foundation stage, children achieve well and when they leave reception for Year 1 there are strengths across the board in these two areas of learning, as well as in their physical development. Staff have high expectations of behaviour, work closely together as a team and make regular checks on children's progress. Very good use is made of voluntary help and the high proportion of adults to children ensures that they receive a good deal of individual support. The classroom is appropriately resourced for the teaching of the basic skills of reading, writing and number but in general, resources for both indoor and outdoor play are inadequate and do little to foster children's imagination.

Personal, social and emotional development

43. Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- All children achieve well because staff have high expectations and use a wide range of strategies for encouraging children to behave considerately
- Supportive relationships ensure children feel secure and confident

Commentary

44. Good teaching ensures that, during their time in the reception class, children develop confidence and independence in this area of learning. They are well on course to meet and exceed the standards expected of them. The teacher's expectations of what children can do for themselves and how they should behave are high. From the time they start, children are expected to settle down quickly in the morning, get what they need for a task, play sensibly and put equipment and toys away at the end of a session. In a notable example of this, children changed independently for a physical education lesson and left their clothes in tidy piles on the back of their chairs. One of the strengths of the teaching is that the teacher and support assistant share the same high expectations and provide very good role models for children. They are calm, well organised and approachable, treating children with respect and courtesy. The classroom rules are made very clear from the start and children know why it is important to observe them. This leads to warm and trusting relationships and helps the children to behave in a friendly manner to one another.

Communication, language and literacy

45. Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Speaking and listening skills are taught very well.
- The basic skills of reading and writing are taught systematically.

46. The quality of the teaching is good and all children achieve well. The majority are well on course to reach and many to exceed the standards expected in this area of learning by the time they start Year 1. Staff promote the development of speaking and listening very well by widening children's vocabulary in a variety of ways. They explain new words when reading stories, for example, and when they occur in topic work. They insist on careful listening at all times and ensure that children listen to each other courteously and take turns to speak. The very good relationships that exist between adults and children mean that children are confident to ask questions and talk about their work.

47. Children are taught their letter sounds systematically and adults make good use of games, clues, mnemonics and actions to help children learn them. Children quickly develop an appreciation of books and recognise the links between letter sounds and words. Staff take every opportunity to foster a love of reading, and children have access to an appropriate range of reading material. A very successful feature of the provision is the 'buddy' system, in which pupils in Year 6 team up with reception children to help them practise their reading and learn their sounds at the start of each day. This very successfully forges friendships and helps develop a sense of responsibility in the older pupils. From the start children are taught the skills of writing. They practise letter shapes regularly and soon develop the confidence to begin to write independently. Higher-attaining children can already copy sentences they have dictated to an adult and can attempt simple words for themselves.

Mathematical Development

48. Provision in mathematical development is **sound**

Main strengths and weaknesses

- There are regular, planned opportunities for children's mathematical development
- There are missed opportunities to teach mathematics through play or through other areas of learning

Commentary

49. Teaching and learning are satisfactory and the majority of children are on course to reach the standards expected at the end of the year. The teacher plans regular activities which build on what children have already learnt and understood about number and shape. Numbers to 10 are taught systematically and reinforced with regular counting, sorting and matching activities. Most children can count on one more from a given number up to ten, and higher-attaining children can count on and back with numbers to 20. Children learn to form numbers accurately, by drawing them in the air, and practising on worksheets. Counting is sometimes supported by lively actions, games, rhymes and songs, which children love to join in, but some opportunities for incidental counting practice in other classroom activities are missed and more could be done to link mathematics with other areas of learning.

Knowledge and Understanding of the World

50. It was not possible to make an overall judgement of provision in this area as no lessons were seen. There is an appropriately planned curriculum to help children learn through topics such as 'Autumn' and 'People who help us'. The school makes good use of visits and visitors to make learning relevant. For example, the class visited Ashbeach Common in connection with work on autumn and children understood that some people who help us wear special clothes in their jobs. Not enough is done to provide stimulating play activities both inside and outside the classroom to support learning in this area.

Physical Development

51. Provision for physical development is **sound**

Main strengths and weaknesses

- Physical education is very well taught in formal lessons and children achieve well
- The outdoor play area is too small and resources insufficient to enable children to develop confidence through outdoor play

Commentary

52. The school is not well enough resourced for learning in this area. However, the teacher makes the very best use of the time available for lessons in the school hall and good teaching ensures that, in spite of the lack of outdoor facilities, children achieve well. Most are on course to reach and many to exceed the standards expected by the end of the year. Children are taught from the start the importance of exercise to maintain healthy bodies, and they carry out simple warm-up exercises with control and vigour. Very clear instructions and constant reinforcement ensures children's movements are precise and controlled. Children are particularly aware of space and take great care when running around to move safely. They are equally well controlled in their movements around the classroom, and are at the stage of development expected for their age in their use of pencils, paints, scissors and tools.

Creative Development

53. It was not possible to make an overall judgement on provision as no planned opportunities for creative development were seen. Artwork on display was of an appropriate standard. The planning for this area is satisfactory and ensures that children have regular opportunities for art and music. There are some opportunities for role-play in the home corner in the classroom, but the resources are not presented imaginatively enough to stimulate children's interest, and do not link closely to work covered in other areas. In general, the curriculum planned does not give children enough regular opportunities to learn through play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

54. The provision for English is **good**

Main strengths and weaknesses

- There is a record of very high test scores
- Standards of speaking and listening are very good
- Leadership is good, though there is insufficient analysis of test data to develop the curriculum fully

Commentary

55. Pupils in Year 6 and Year 2 have maintained a record of very high scores in the national tests since the last inspection. In each of the years since then, pupils' performance has been well above average, both in the national context and when compared with that of pupils in schools with similar characteristics. The standards of the work seen of the present pupils, however, is not so high and is consistent with results which are above average (as opposed to well above) at the end of the year. There are several reasons for this. One is the teaching history of the Year 6 pupils since they were in Year 1: for various unavoidable reasons, they have experienced many changes of teacher in that

time. Furthermore, pupils in Year 6 have been affected by the building works more than most. In Year 2, the proportion of pupils with additional needs is higher than formerly. Pupils have achieved well given these circumstances.

56. Nevertheless, standards of speaking and listening are well above average. In Years 5 and 6, for example, most boys and girls are confident, open and very articulate. Whether discussing their work with an adult or contributing to a class discussion, they are thoughtful, logical and employ a sophisticated vocabulary in well-constructed sentences. Pupils from Year 1 upwards listen attentively both in formal situations, like assembly, and in the classrooms, where they work well in groups and pairs, boys and girls relating naturally together.

57. Pupils' standards in reading and writing are good. In Year 2, the best read fluently if not widely. Others show a comparatively narrow range of strategies for tackling unfamiliar words. Year 6 pupils enjoy reading and read widely. They are very good at using the index to locate information, but, the librarians apart, are vague about how to locate books in the library. The best writers in Year 6 compose mature and well constructed prose based on coherent planning and good drafting, with a good technical command of paragraphs and dialogue. Others, though they have good ideas, are less secure in setting them down: spelling is not always accurate and there is uncertainty about elementary punctuation.

58. The quality of teaching is good and there is some very good practice which helps pupils learn well. The best teaching is characterised by very good classroom management and good planning which carries pupils briskly and relentlessly forward in a logical sequence of activity. Questioning is very good: it is well considered to match the pupils concerned and there is nearly always a follow-up question which requires them to justify their answer and refine their ideas. Taking and developing pupils' ideas values them and raises the pupils' self esteem, giving them confidence in their own work. Where teaching is less successful, though its quality is never less than satisfactory, it is sometimes because uncertain organisation leaves some pupils without the support they need. On other occasions, the contributions of the additional adults are not deployed to their full potential.

59. The subject is well led by joint coordinators. Units of work are well planned and pupils' progress is very thoroughly assessed. The use of assessment information as a basis for planning pupils' future work is in its infancy, however, and good arrangements to track pupils through their school career are too recent for their effectiveness to be seen in improved standards.

Language and literacy across the curriculum

60. There are good opportunities for pupils to practise the different aspects of English in other subjects. Much teaching involves discussion, as in a well-managed personal, social and health education lesson in Year 3. In physical education, pupils were required to explore new vocabulary to describe movement and teachers insist on pupils learning the correct vocabulary for different subjects like music, science and information and communication technology. Other subjects give occasion for different kinds of writing, such as in science, or in the biographies of Florence Nightingale in Year 6 and the (word-processed) accounts of life in ancient Greece in Year 4.

MATHEMATICS

61. Provision in mathematics is very **good**.

Main strengths and weaknesses

- Standards are well above average
- Pupils of all abilities achieve well and those in Year 6 achieve very well
- Teaching and learning are good
- The subject is well led
- Information and communication technology is not being sufficiently used to help support learning

Commentary

62. The school has maintained the high standards in mathematics reported at the time of the last inspection. Pupils at the end of Year 2 and Year 6 attain standards that are well above average. Pupils generally achieve well and particularly so in Year 6 where, for the majority of the week, the class is taught mathematics in three groups designed to help pupils of different ability. This means that all pupils work at activities precisely matched to their abilities and are well challenged at their own level. In one instance, the very good teaching experienced by a small group of lower-attaining pupils could be seen to have a noticeable effect both on their confidence and on their enjoyment of mathematics. Pupils' attitudes are very positive. Achievement is further boosted because pupils with special educational needs, within the smaller groups, receive concentrated individual help from skilful teaching assistants.

63. Teaching and learning are good overall. Teachers' good class management skills ensure that pupils pay close attention and that the pace of lessons is brisk. Teachers plan their work thoroughly to organise activities suitable for pupils of different ability levels. Pupils with special educational needs in particular achieve well because the good level of adult support means they get individual help. Teachers use questioning well, challenging pupils to explain the mental strategies they have used. Sometimes, however, teachers are too ambitious and, by attempting too much in a lesson, leave learning unconsolidated. In one instance, Year 4 pupils were expected to cover too much material on fractions in a single lesson. In another, learning how to measure angles and discovering the sum of the angles of a triangle was too much for some Year 6 pupils in a single session.

64. The quality of marking varies. Some is good and offers pupils suggestions on how they might improve their learning and some offers encouragement; some, however, offers neither. Some work is marked by pupils, not always accurately, which is not a help to learning. The lack of stringency in marking leads, on occasions, to untidy presentation of work. This hampers learning, particularly when older pupils tackle problems requiring more than one step in the solution, because it can lead to unnecessary errors.

65. Mathematics is led well. The co-ordinator has a clear overview of the subject. Assessment arrangements are good. Pupils' responses to nationally recognised assessment material are analysed so that weaknesses can be identified and corrected. The progress of different groups of pupils is also checked to make sure that all are achieving as well as they should. The similarity between the standards and achievement of boys and girls is a notable feature of learning in mathematics. Extra-curricular activity plays a significant part in achievement in the subject, with selected pupils being invited to sessions outside school hours to receive extra help. Although the school has a number of suitable computer programs, information and communication technology is not yet being regularly used to support pupils' learning in mathematics.

Mathematics across the curriculum

66. Satisfactory opportunities are provided for pupils to apply their mathematical skills in other subjects. Pupils produce graphs of their findings in science experiments and good links are made in history through the use of timelines. There are also examples of links being made through design technology work where, for example, Year 6 pupils draw scale plans of the shelters they are to make.

SCIENCE

67. The provision for science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6
- Scientific skills are taught well through practical activity and experimentation
- A well-balanced curriculum ensures all aspects of the subject are taught
- The subject makes a good contribution to pupils' personal development
- Teachers' marking and pupils' presentation is inconsistent
- Information and communication technology is not yet used enough to support teaching

68. Over the past five years the school has maintained the high standards noted at the previous inspection. Results in the 2003 national tests at Year 6 were well above average with a high proportion of pupils attaining above the level expected of pupils at the end of the year. This year's Year 6 pupils are well on course to attain above-average standards by the end of the year. Pupils develop a good knowledge and understanding of each of the main strands of the subject and their scientific skills of planning a fair test, using scientific equipment and recording their findings in a variety of ways are well practised. As a result, pupils learn to think scientifically and can apply their knowledge and skills readily to new ideas and concepts. Pupils of different backgrounds and educational needs achieve well as they move through the school as a result of the many opportunities for practical work in all areas of the subject. This good achievement was particularly evident in the books of pupils in Years 3 to 6, which demonstrate pupils have had good opportunities to experiment and record their findings in writing, diagrams and charts.

69. The quality of teaching and learning is consistently good and some very good teaching was seen. Teachers have a good subject knowledge and plan activities that stimulate pupils' interest and enthusiasm for science. As a result, pupils want to contribute to the lesson, ask questions and find ways of solving problems for themselves. This was particularly evident when Year 6 pupils worked in groups to plan an experiment to investigate the time taken for a solid to dissolve in water. Very good questioning by the teacher ensured pupils took time to frame their research questions precisely so that they could be very clear about how they would set up their experiment in the next lesson. A significant strength of the teaching is that teachers have very high expectations of behaviour, so pupils approach practical work safely and sensibly. These high expectations are not always evident in pupils' books. Work is not always presented well enough; some pupils do not use rulers for drawing charts, for example, and some teachers are better than others at making clear in their marking how work could be improved.

70. All teachers value the opportunities the subject presents for pupils to work collaboratively and discover the wonder of the natural world, and the subject makes a very good contribution to pupils' personal development. This was evident in discussions with Year 2 pupils, who had enjoyed the topic about keeping healthy; they were very keen to explain in detail what might happen to your body if you ate too much sugary food!

71. The subject is well led by an experienced subject specialist. The comprehensive scheme of work ensures aspects of the subject are well covered and that all teachers know what to teach and at what level they should pitch the work for each group of pupils. The school is well resourced with scientific equipment and good use is made of fieldwork to support scientific investigation. At present, teachers do not make enough use of information and communication technology to support teaching and learning. The school is well placed to maintain and improve its good provision for the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

72. Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well particularly in Year 6; standards, having improved since the last inspection, are now satisfactory
- The quality of teaching and learning are good
- Computers are not yet being sufficiently used to support learning in other areas of the curriculum

Commentary

73. Standards in information and communication technology have improved since the time of the last inspection and pupils now reach average levels of attainment by the time they leave Year 6. The achievement of pupils is generally good, especially in Year 6. This is because the Year 6 class is very well taught, half a class at a time, by a teacher with specialist skill. The smaller number of pupils means that pupils are able to have a computer each and to receive more individual help. In one lesson seen, very good planning and preparation meant that pupils had a print out of their previous work, annotated with remarks from the teacher, indicating ways in which it could be improved. This, together with the good use of the digital projector to show pupils how to proceed, ensures that all pupils are able to make good progress. Pupils with special educational needs achieve well because they receive close individual help from teaching assistants although, on occasions, the help is more in the form of encouragement, rather than advice on how to tackle a particular task.

74. Pupils in Year 6 draft reports using computers and can include photographs taken with a digital camera in their finished work. They use the internet for research and communicate by e-mail. They speak knowledgeably about how information and communication technology influences modern life. Pupils in Year 4 successfully program a set of traffic lights. Pupils' good attitudes towards the subject help them learn well. For example, a group of Year 6 girls was keen enough on the topic and the medium to spend their lunch breaks preparing a presentation promoting the idea of a healthy diet.

75. The subject is well led. Good timetabling arrangements allow for the effective use of teachers with specialist knowledge to help the learning of different groups of pupils. The good programme of work is based on nationally recognised material and ensures not only that the subject is fully covered, but also that pupils' skills are systematically developed. However, arrangements for assessing pupils' work and for developing the curriculum in the light of assessment information are too informal. Newly acquired resources are adequate but the benefits of working on up-to-date equipment have yet to be seen in the standards of pupils work. Distractions caused by various groups of adults and pupils passing through the main computer area during lessons tests the concentration of the pupils in the lessons but they remain well focused on the task in hand.

Information and communication technology across the curriculum

76. Information and communication technology is at an early stage of being used to support learning in other areas of the curriculum. Excellent use of it was made to maintain interest and present material in different ways to a group of lower attaining pupils in Year 2 who were learning about how to write instructions. Year 4 pupils produced journalists' accounts on Ancient Greek events as part of their work in history. Such examples are rare, however, and computers are underused to help learning in subjects like mathematics and science.

HUMANITIES

77. Insufficient work was seen in geography and history to make overall judgements about the quality of provision. No lessons were seen in geography, but inspectors saw two lessons in history, looked at pupils' completed work in both subjects and discussed it with them.

78. Work in geography is of the standard expected and indicates that the scheme of work is being followed as planned. Work in Year 6 on the course of a river was of a lower standard than work seen at the last inspection, but this was mainly because the practical fieldwork planned to develop the geographical skills in that particular study could not be carried out because of the building work in the school grounds. In general, teachers make good use of fieldwork and practical activities to develop pupils' geographical skills with visits to local villages and the North Norfolk coast; and older pupils benefit from a visit to France once in either Year 5 or Year 6. Pupils make some use of information and communication technology for research in their work in geography but this remains an area for further development.

79. Pupils' work in history demonstrates good knowledge and skills. Year 2 pupils know about Guy Fawkes and the more able know that underlying the Gunpowder Plot was a dispute about styles of worship. Year 6 pupils understand the difference between primary and secondary sources and used contemporary documents well to deduce information about child labour in Victorian cotton mills. Their knowledge of other aspects of Victorian life is secure and the more able pupils can justify opinions they hold by reference to evidence. The quality of the teaching seen was good. It captured and maintained the pupils' interest and helped them make good progress, but assessment arrangements are too informal. Occasionally, in both oral and written work, the focus on history is less clear than it should be; sometimes the tasks pupils are asked to undertake are more akin to literacy than to history.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Insufficient work in art and design and music was seen to enable an overall judgement on provision to be made, but inspectors looked at teachers' planning, pupils' sketchbooks and work on display in art and heard groups of pupils perform music of different kinds.

81. Art and design is taught systematically and pupils have regular opportunities for both two- and three-dimensional work using a variety of materials. The work on display in the Year 2 classroom based on a unit of work called Mother Nature was of a good standard. Pupils had experienced the whole process of designing a piece of work and making it, and the resulting collage studies of the insides of fruits were detailed and carefully finished. Pupils in Year 4 have given a lot of time and thought to their designs for a chair for a special person. For 'Tigger', for example, there would be a 'springy chair with springy legs'. Pupils use sketch books to explore their ideas but in some classes these are presented untidily and are not valued by teachers as a useful record of progress in the subject.

82. The subject is well managed by an enthusiastic subject leader who ensures the subject is well resourced, although at present there is no suitable system for assessment. The school has maintained standards and is well placed to continue improving its provision.

83. Standards in music are good. Pupils of all ages sing well, in tune and with a good tone. Pupils in Year 2 have a good knowledge of the instruments they play and some of them play accurately from notation. Pupils in Year 4 composed and performed a melody and recorded it using their own notation. An accomplished recorder group maintains two parts confidently. The pupils, who accompany the hymns for assembly, have good breath control and play expressively and with a good round tone.

84. The subject's new coordinator has good knowledge of the subject and the skills to develop it further. At the moment, though teachers are well supported, there is little or no monitoring of pupils'

standards. Assessment is too informal: though an assessment scheme has been prepared, it has yet to be implemented.

Design and technology

85. Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- Information and communication technology is not being sufficiently used to support learning.

Commentary

86. Pupils are now reaching average standards by the end of Year 6. This improvement in standards has been brought about by the appointment of a co-ordinator who has introduced a good scheme of work based on nationally recognised material. This has helped to ensure full coverage of the subject so that pupils' skills are systematically developed. This has been supported by an improvement in resources, most particularly, by the acquisition of good-quality construction kits. Pupils now achieve satisfactorily and those in Years 4 and 6 achieve well. This is the result of good teaching in these classes and, in the case of Year 6, pupils being taught in half classes so that the teacher is able to give more individual help to pupils. Pupils with special educational needs are often given extra help by well briefed teaching assistants and this helps them to make, at least, satisfactory progress. Pupils generally have a very positive attitude to the subject. This is illustrated well by a lower-attaining pupil in Year 4 who wrote, after an experiment to find whether certain materials would conduct an electric current, "It worked like a dream."

87. Teaching and learning are good overall. Using the new scheme of work, teachers plan carefully, setting out work in clear, small steps. They question well to challenge pupils' thinking and help them refine their designs. This was well illustrated in a Year 6 lesson, for instance, when the questioning led pupils to be clear about what they thought were the essential features of a good shelter.

88. The subject is well led: the co-ordinator has a clear overview of the subject and has been responsible for several improvements in provision. A portfolio of work has been started but work has yet to be ascribed a National Curriculum level so that teachers can have a clear idea of the standards they are helping pupils to achieve. Teachers are beginning to use computers to support learning but these tend to be used for peripheral matters, as when, for example, Year 2 pupils design logos for the sides of their lorries and Year 6 pupils design covers for their workbooks. They are not yet being used widely enough for more fundamental purposes such as the design stage of projects.

Physical Education

89. Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above average.
- Teaching and learning are good.
- The programme for physical education is significantly enriched by extra-curricular opportunities and competitive sporting activities.

Commentary

90. The school has maintained the good standards in physical education found at the time of the last inspection. By the time they reach Year 2, pupils show above-average skills in throwing, catching and striking with bats. They are able to devise rules for simple games. No lessons involving Year 6 pupils were observed. However, a number of features of physical education in Years 3 - 6 are consistent with above average standards in physical education at the end of Year 6. The standards achieved by pupils in other junior classes, particularly in dance, are good. Records showing their above-average ability in swimming. Pupils have many opportunities to represent the school in sporting events, and so practise their skills in competitive situations. The school teams are successful.

91. The quality of teaching is good overall and there were examples of very good teaching. Teachers dress appropriately for lessons, emphasising the importance of the subject. Class management is good, which ensures that pupils pay attention, concentrate on the task and so develop their skills. Teachers plan suitable warm-up activities, the pace of lessons is good and there is a good level of physical activity. Teachers use demonstration well and give pupils a chance to evaluate the demonstration, but pupils' own work is not always evaluated well so that they can improve their own performance.

92. Good leadership of the subject has been a factor in sustaining the good standards in the subject. The adoption of a good scheme of work helps to ensure thorough coverage of the different aspects of the subject and sees to it that pupils' skills are developed systematically. Residential trips give the opportunity for outdoor and adventurous activities, including rock climbing and orienteering. The opportunities for pupils are further extended by the very good range of extra-curricular sporting activities, attended by good numbers of pupils, and by the expertise offered by outside agencies, including professional sports clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. Insufficient work was seen to provide an overall judgement on pupils' personal, social and health education and citizenship education, but from the work sampled, and from conversations with pupils, parents and teachers it is clear that provision is well established and that pupils are effectively supported as they develop into mature individuals. Accordingly, as parents report with approval, pupils feel secure and happy at school and make good progress.

94. The personal, social and health education lessons seen were well taught and helped pupils face key issues affecting them. More generally, older pupils apply for 'jobs' and willingly accept the responsibilities provided for them. This might be as librarian or working with children in reception, helping them with their coats or reading with them. A working party of pupils is considering how to redevelop areas of the school once the builders have gone. At the moment, however, these opportunities to take responsibility and contribute to the running of the school are mostly informal and are not part of a carefully graded sequence of experiences by which pupils can grow and mature at their own pace as they move through the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).